



PROCEDURE

SO-010

BULLYING PREVENTION AND INTERVENTION

Superintendent Responsible: Superintendent of Education: Safe and Inclusive Schools	Initial Effective Date: 2021/01/21
Last Updated: 2023/06/09	Next Review Date: 2027/06/25

Purpose:

To prevent bullying, including cyber-bullying, within Grand Erie District School Board (Grand Erie) schools and Grand Erie events.

Guiding Principles:

All employees of Grand Erie must take seriously allegations of bullying, including cyber-bullying, and act in a sensitive and supportive manner when responding to anyone who reports bullying, including cyber-bullying, incidents.

Each school must strive to develop a positive school climate. A positive school climate exists when:

- everyone in the school community feels safe, included and accepted
- everyone actively promotes positive behaviours and interactions
- equity and inclusive education are embedded in the learning environment
- there is a culture of mutual respect

1.0 Intervention and Support Strategies

- 1.1 School Administrator(s) must ensure that students are able to report bullying, including cyber-bullying, incidents safely and in a way that will minimize the possibility of reprisal. Support must be provided to students who have been bullied, students who have bullied others, and students who have been affected by bullying.
- 1.2 Grand Erie employees who work directly with students must respond to any student behaviour that is likely to have a negative impact on school climate. Such behaviour includes all inappropriate and disrespectful behaviour at school (including virtual) and at any school-related event. Such inappropriate behaviour may involve bullying, including cyber-bullying.
- 1.3 A student who is engaged in bullying, including cyber-bullying, will be subject to a range of intervention strategies, from counselling to suspension/expulsion. Note: students under grade 4 are not subject to suspension.
- 1.4 Schools must outline how they will support students who have engaged in bullying, including cyber-bullying, and also those who have been bullied. Specific support plans reflecting the unique identities of students will be developed to protect students who have been harmed and must outline a process for parent(s)/caregiver(s) to follow if they are not satisfied with the support their child(ren) receives.

2.0 Reporting to School Administrator(s)

- 2.1 The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the School Administrator(s) are aware of any activities that might be considered bullying, including cyber-bullying, impacting the school where suspension or expulsion must be considered, to respond in a timely manner, and to ensure a positive school climate.
- 2.2 Any employee of Grand Erie who becomes aware that a student at school may have engaged in an activity for which suspension or expulsion must be

considered shall report the matter to the School Administrator(s) as soon as reasonably possible.

- 2.3 In cases where immediate action is required, a verbal report to the School Administrator(s) will suffice until a written report can be submitted.
- 2.4 All employee reports made to the School Administrator(s) are confirmed electronically, using the Safe Schools Incident Reporting Form Part I. Upon receipt of this form, School Administrator(s) must provide the person who submitted the report with electronic acknowledgement, using the Safe Schools Incident Reporting Form Part II. If no further action is taken by the School Administrator(s), it is not necessary to retain the report and it should be destroyed. Regardless of the outcome of the investigation, the School Administrator(s) must inform, accordingly, the person who submitted the incident report.
- 2.5 If the School Administrator(s) decides that action must be taken as a result of an incident of bullying, including cyber-bullying, they will file a copy of the reporting form and documentation of the action taken in the Ontario Student Record (OSR). The names of all other students that appear on the form, both aggressor(s) and victim(s), must be removed from the form before it is filed in the student's OSR.
- 2.6 In the case of the victim(s), no information about the incident must be placed in their OSR, unless the victim(s) or parent(s)/caregiver(s) of the victim(s) expressly requests that it be placed in the OSR.
- 2.7 Where a victim is also an aggressor, information about the incident and any action taken will be entered in the OSR if the School Administrator(s) contacts the victim's parent(s)/caregiver(s). Contact with parent(s)/caregiver(s) must always be made as soon as possible.

3.0 Notifying Parent(s)/Caregiver(s)

- 3.1 School Administrator(s) are required to notify the parent(s)/caregiver(s) of students who have been harmed as a result of bullying, including cyber-bullying. School Administrator(s) are also required to contact the parent(s)/caregiver(s) of students who have been engaged in bullying, including cyber-bullying, behaviour. In both circumstances, School Administrator(s) must:
 - describe the nature of the harm to the bullied student
 - outline the nature of any disciplinary measures taken
 - discuss support that will be provided to students
- 3.2 The School Administrator(s) will not notify the parent(s)/caregiver(s) of a student if, in the opinion of the School Administrator(s), doing so would put the student at risk of harm.

4.0 Safe School Team

- 4.1 Each school will have a Safe Schools Team to address bullying, including cyber-bullying, prevention and will be responsible for fostering a safe, inclusive and accepting school climate. Each team will have a Chairperson and will consist of, at least, the School Administrator(s), an employee(s), a parent(s)/caregiver(s) and a student representative.
- 4.2 The Safe Schools Team will act as a resource and support for school teams.

5.0 Professional development strategies for School Administrators, teachers and other school staff

- 5.1 Grand Erie will:
 - Establish and provide annual professional development programs to educate teachers and other staff about bullying prevention and strategies for promoting a positive school climate
 - Put in place curriculum-linked culturally responsive and relevant pedagogy training strategies on bullying, including cyber-bullying, prevention and

intervention to provide School Administrators, teachers, and other school staff the resources and support they need to disrupt and dismantle systemic barriers and to address all forms of bullying, including cyber-bullying

- Make available resources available to other adults who have significant contact with students (for example, school bus operators/drivers, volunteers).
- Recognize the ongoing need to support training for new teachers

Definitions:

Bullying

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Persons may attain or maintain power over others through real or perceived differences. Some areas of difference may be:

Size Strength Age Intelligence Economic status Social status Solidarity of peer group	Ethnicity Disability Need for special education Sexual orientation Family circumstances Gender Race	Religion Gender identity Gender expression
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Bullying is a dynamic of unhealthy interaction that can take many forms. It can be:

- physical (e.g., hitting, pushing, tripping, etc.)
- verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments)
- social (e.g., excluding others from a group, spreading gossip or rumours)
- and/or through the use of technology, i.e., cyber-bullying (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet web sites, or other social media platforms)

Cyber-bullying

Bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- creating a web page or a blog in which the creator assumes the identity of another person;
- impersonating another person as the author of content or messages posted on the internet; and
- communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Reference(s):

- Bullying Prevention and Intervention Policy (SO-10)
- Code of Conduct Policy (SO-12)
- Code of Conduct Procedure (SO-012)
- [Education Act, R.S.O. c. E.2](#)
- Provincial and Board Codes of Conduct (PPM 128)
- Programs for Long-term Suspension (PPM 141)
- Bullying Prevention and Intervention (PPM 144)
- Progressive Discipline and Promoting Positive Student Behaviour (PPM 14)

**SAFE SCHOOLS INCIDENT REPORTING FORM
— PART I —
CONFIDENTIAL**

Report No.		
Name of School		
Name of Student(s) Involved (if known)		
Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify)	
	<input type="checkbox"/> At a school-related activity (please specify)	
	<input type="checkbox"/> On a school bus (please specify route number)	
	<input type="checkbox"/> Other (please specify)	
Time of Incident	Date:	Time:
Type of Incident (check all that apply)	<p>Activities for which suspension must be considered under section 306(1) of the <i>Education Act</i> for students in Grade 4 or above:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Threatening to inflict serious bodily harm on another person. <input type="checkbox"/> Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription <input type="checkbox"/> Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a prescription <input type="checkbox"/> Swearing at, or in reference to, a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to board or personal property on school premises or at any school-related activities <input type="checkbox"/> Bullying, including cyber-bullying <input type="checkbox"/> Physical or verbal aggression <input type="checkbox"/> Persistent opposition to authority <input type="checkbox"/> Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right <input type="checkbox"/> Any act considered by the School Administrator(s) to be injurious to the moral tone of the school or the well-being of members of the school community 	
	<p>Activities for which expulsion must be considered under section 310(1) of the <i>Education Act</i>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Possessing a weapon or replica, including a firearm <input type="checkbox"/> Using a weapon or replica to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that caused bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or illegal/restricted drugs <input type="checkbox"/> Committing robbery <input type="checkbox"/> Giving alcohol or cannabis to a minor <input type="checkbox"/> Bullying, if, <ul style="list-style-type: none"> i. the pupil has previously been suspended for engaging in bullying, AND, 	

	<ul style="list-style-type: none"> ii. the pupil’s continuing presence in the school creates an unacceptable risk to the safety of another person; <input type="checkbox"/> Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right where; <ul style="list-style-type: none"> i. The pupil has previously been suspended for this behaviours, AND ii. The pupil’s continuing presence in the school creates an unacceptable risk to the safety or mental well-being of another person. <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to board or personal property on school premises or at any school-related activities. <input type="checkbox"/> Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or board.
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Report Submitted By:	
Name:	
Signature:	Date:
Contact Information:	
Location:	Telephone:

**SAFE SCHOOLS INCIDENT REPORTING FORM
— PART II —**

ACKNOWLEDGEMENT OF RECEIPT

Report No.		
Report submitted by:	Name:	Date:
<input type="checkbox"/> Action Taken	<input type="checkbox"/> No Action Required	
Name of School Administrator:		
Signature:	Date:	
Note: Only Part II to be returned to the person who reported.		